

CHAPTER I

INTRODUCTION

1.1 Background

“Asian Economic Community (AEC)” that is the issue of the day and being the member of AEC the people must have a good skill to compete with all countries who join this community. Indonesia is the biggest country in AEC, so there will be so many opportunity to take over this community to be better country. But there are so many problems from the Indonesian who have low ability in competition with other country especially their lack ability in speaking English. English is the international language that important to communicate with overseas people. Definitely, this is a challenge for Indonesian to compete with good English skill in order to make a better Indonesia.

The researcher started with an Introduction of English for Specific Purpose (ESP). English for specific purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain (Javid, 2013). ESP has an important role in increasing access and options for learners in their current and future worlds of work, study and everyday life (Belcher, 2009). To know what material that teachers have to teach, the teachers have to find the needs according to the major of the students by need analysis. Need analysis is the basis of training programs and aid development programs. It is the cornerstone of ESP and leads to a focused course. The main purpose of conducting a needs analysis according to Gardner

and Winslow (1983:76) is the predominance of interactions between speakers of different L1s strongly suggests that the onus of successful spoken communication should be borne by all speakers, whether non - native or native speakers of English.

Learning English as the course in UIN Sunan Gunung Djati Bandung for all majors is arranged by the curriculum division. According to the curriculum, most of the majors (non English) in UIN Bandung have two English courses as their general course (English I and English II). English I contains of General English that suitable for all majors and English II contains of ESP for each major. It supported by English curriculum in Syariah and Law Faculty. Muamalah students in UIN Bandung used an ESP book as their Handbook for course English I. Because of that, the researcher wants to analyze whether the handbook is relevant to the students' needs.

The previous study which is used by the researcher is the research about Evaluation of ESP Textbook for Psychology Students by Asep Dedeh Permana year 2016. The differences between his research and this research are on the research site and the data collecting technique. The researcher uses interview technique to strength the result. The researcher does the research to Muamalah students who learned English last semester. In this research the researcher wants to analyze the English handbook whether it is relevance or not for the ESP learners towards their needs. Because the lecturer also needs to evaluate his material, so the researcher carries out the research entitled **“The Analysis of English Handbook for Muamalah Students Needs in Learning ESP”** (An

Explanatory study in the Second Semester of Muamalah Education Student in State Islamic University of Sunan Gunung Djati Bandung).

1.2 Research Questions

Based on the background above, the researcher formulates the problems as follows:

1. What are the needs of Muamalah students in learning English?
2. Is the English handbook relevance to the students' needs?

1.3 Research Aims

This study is intended:

1. To deserve the result of the needs of Muamalah students in learning English;
2. To find out whether the English handbook for Muamalah is relevance to students' needs;

1.4 Significances of The Research

The findings of this research are expected to give both theoretical and practical significance as follows:

1. Theoretical

This research will develop knowledge about a need analysis of Muamalah Student to improve their skill in English.

2. Practical

- a. Teacher

- 1) Teacher can teach English as well as the student needs.
- 2) The teacher can make a material that suitable for the student especially in need analysis to improve students' English skill.

b. Student

- 1) The students will be easy to understand the material to that suitable for their major.
- 2) It will improve the student's English skill.

c. Researcher

The researcher can use the result of this study to be reference.

d. Personal advantages

The research can make understand about a need analysis and also an appropriate and suitable material in improving English skill of the students.

1.5 Rationale

According to McCrimmon (1941), Handbook is likely to be a teacher's teacher. The handbook has a power for every department that adapts the handbook. The English handbook also has an important role in improving students' skills. Also in learning English, it is not only how many people speak it, but also what it is used for (Musikhin, 2016). Based on these statements, handbook is important and the teacher should select a good handbook for the students.

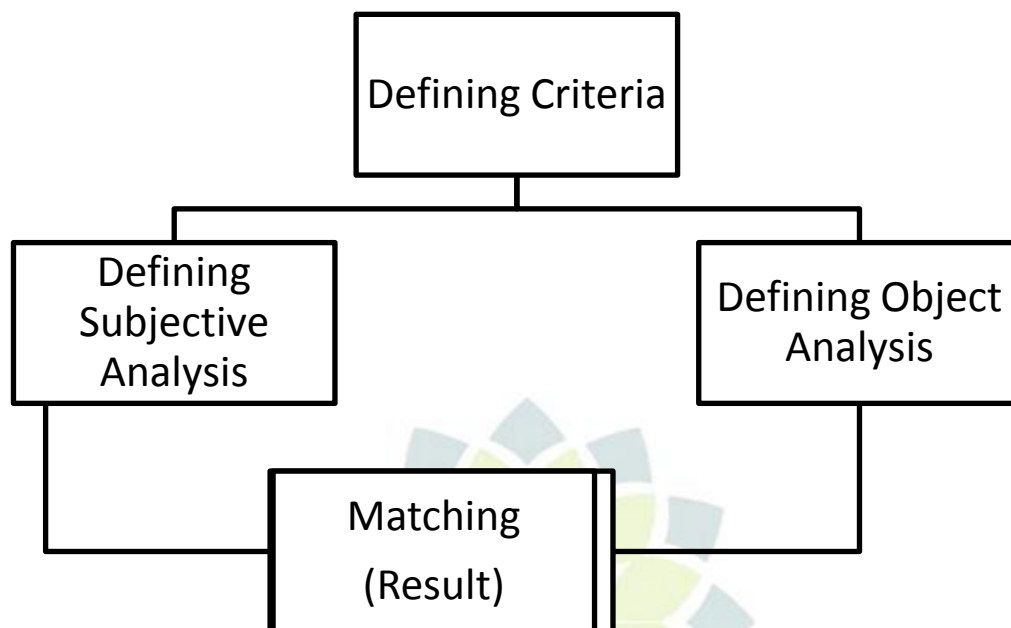
According to Cunningsworth (1995), cautious in selecting handbook should be made and the materials selected closely reflect the aims, methods and values of the teaching program and the needs of the learners because it provides instructional support for students of different fields especially in ESP classes. It has an important role and influence on the issues which are taught in English classes.

According to Permana (2016), handbook has an important role in exposing learners to the language, and the full range that learners require. Handbook is primary source that teachers and educators use throughout the world to guide them in teaching. Handbook also provides a good framework for teachers to help them in teaching and supporting students in the process of learning. However, it is not easy to find an appropriate handbook that suitable with the students' needs.

In order to achieve the goal in providing students with appropriate handbooks, one of the methods is analyzing the handbook. In analyzing handbook, the researcher uses the theory of evaluation by Hutchinson and Waters. They define evaluation as a process of matching needs to available solutions. While according to Merriam-Webster online dictionary, analysis is a careful study of something to learn about its parts, what they do, and how they are related to each other. In here, analysis and evaluation are related each other.

To analyze the handbook, this research applies a theory of evaluating book from Hutchinson and Waters (1987). They provide a framework for analyzing students' language needs and general book evaluation. This framework requires gathering data as to why students are taking the course, how the students learn, what resources are available, who the learners are, where and when the English course will take place. The analysis process can be divided into four major steps. Here is the scheme of research:

(Hutchinson & Waters, 1987)



Source: Hutchinson and Waters (1987:98)

1. Defining criteria: on what bases will the researcher judge materials?
2. Subjective analysis: what realizations of the criteria does the researcher wants in a course? (e.g. who are the learners; what language points should be covered). The researcher uses questionnaire to identify the requirements.
3. Objective analysis: how does the material being evaluated realize the criteria? (e.g. who is the material intended for; how is the content organized within the units). Objective analysis is in fact, material analyzing. The researcher use the handbook, curriculum and interview.

4. Matching: how far does the material match with students' needs? This can be done impressionistically or by awarding points (Hutchinson & Waters, 1987:97).

1.6 The Research Method

1.6.1 Research Design

The researcher uses qualitative approach in this research. According to Alwasilah (2006), qualitative research attempts to crucially investigate events or phenomena. The qualitative approach uses the method of subjective assessment of opinions, behavior and attitudes. Research in such a situation is a function of the researcher's impressions and insights. The data is obtained from observation and participant observation, interview, and questionnaires, documents and texts, and the researcher's impressions and reactions.

The researcher takes a case study as a method in this research. According to Yin (1996), case study is an empirical inquiry of knowledge in order to investigate and analyze kinds of phenomenon in a real-life situation. Also Creswell (2009) defines a case study as research strategy in which the researcher investigates accurately a program, phenomenon, activity, process or a group of individual. Alwasilah (2015) also stated that case study is available for mini research but it possible to make the researcher to be concern at one topic of research so the research is comprehended deeply. In this study, the researcher analyze the used of the handbook for Muamalah students.

1.6.2 Research Site

The research is committed to the Second Semester of Muamalah students in State Islamic University of Sunan Gunung Djati Bandung. The researcher chooses the target because the English lecturer uses ESP handbook for ESP learners.

1.6.3 Participants of The Research

The research uses random method in choosing participants. The participants of this research study are 21 students of three classes (7 students of each class) in second semester of Muamalah students in State Islamic University of Sunan Gunung Djati Bandung. The research chooses the students randomly 7 students from each class. The researcher chooses them because they had learnt English using the handbook.

1.6.4 Data Collecting Techniques

According to Creswell (2009), technique of collecting data covers the way to limit the research, to gain the information through observation and interview, documents, and to make a plan to record the information. In this research, the researcher uses **questionnaire, interview and document analysis**.

1.6.4.1 Questionnaire

According Merriam-Webster (an Online Dictionary) questionnaire is a set of questions for obtaining statistically useful or personal information from individuals. In this research, the questionnaire is used to gain the data by distributing some questions. Questionnaire is used to know the respondents' opinion, attitude, and perception. It also could be used to judge factual

information. In this research, the researcher uses the written questions and online questionnaire using google-form which are spread to the participants. To assure the validity of the questionnaire, the researcher finalized the questionnaire based on the experts' and according to the research question of the research.

1.6.4.2 Interview

According to McNamara (1999), Interview is beneficial in order to get the story behind a target's experiences. He also stated that interview is useful to follow up certain respondents. Interview can also make the interviewer more understand to the interviewee's answers. In this case, the researcher asked the author who also the teacher of the English handbook to gain the data analysis of the contents of the handbook also how he teaches English using the handbook.

1.6.4.3 Document Analysis

In this research, document analysis is in the form of English handbook that is used for Muamalah students. Besides, it also used curriculum of the course in Faculty of Syariah and Law to get more information about English course in that faculty.

1.6.5 Data Analysis

In this research, the data analysis used the qualitative method by employing a case study. The analysis of data is sorted, coded, and formatted into a story or a picture as suggested by Cresswell (1994: 153). Therefore, the data taken from document analysis, interview, and questionnaires is further coded and categorized to answer the research questions. The data analysis is organized based on each data collection technique.